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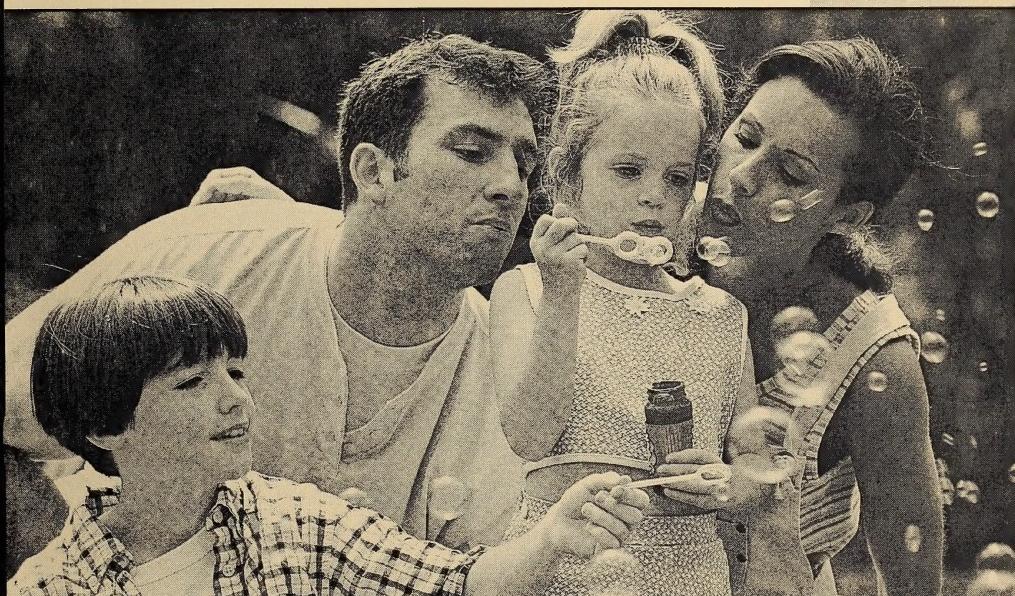
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**Module 7B**

# Grade Two Thematic Participate and Be Active



**Home Instructor's Guide: Days 10-18  
and  
Assignment Booklet 7B**

**Grade Two Thematic**

**Module 7B: Participate and Be Active**

**Home Instructor's Guide: Days 10–18 and Assignment Booklet 7B**

**Learning Technologies Branch**

**ISBN 0-7741-2178-5**

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**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

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## **Module 7B: Participate and Be Active**

### **Reading Resources**

The following books are suggested reading resources for the days listed. If possible, obtain one or more books from each category.

#### **Days 10 and 11**

##### **Books to Be Read Aloud**

*Folk Rhymes from Around the World* by Evelyn Neaman (Editor)

*Let's Play: Traditional Games of Childhood* by Camilla Gryski

*Street Rhymes Around the World* by Jane Yolen (Editor)

*The Token Gift* by Hugh Williams McKibbon

*Hopscotch Around the World* by Mary D. Lankford

*Games Children Play Around the World: Games with Sticks, Stones, and Shells* by Ruth Oakley

*Marbles: 101 Ways to Play* by Joanna Cole

##### **Books to Be Read Alone or with a Partner**

*Anna Banana: 101 Jump-Rope Rhymes* by Joanna Cole

*Jewels: Children's Play Rhymes* by Shelley Harwayne

*Sari Games* by Naina Gandhi

*Around the World: Toys and Games* by Godfrey Hall

#### **Days 13 and 14**

##### **Books to Be Read Aloud**

*Bread* by Dorothy Turner

*Crabs for Dinner* by Adwoa Badoe

*Pizza for Breakfast* by Maryann Kovalski

*The Sandwich* by Ian Wallace and Angela Wood

##### **Books to Be Read Alone or with a Partner**

*Bread, Bread, Bread* by Ann Morris

*Everybody Cooks Rice* by Norah Dooley

*This Is the Bread I Baked for Ned* by Crescent Dragonwagon, et al.

*Visiting Granny* by Kim Fernandes

**Day 15 to Day 17****Books/Stories/Poems**

*Caribbean Carnival: Songs of the West Indies* by Irving Burgie, et al.  
*Paper Boats* by Rabindranath Tagore  
*Coconut Kind of Day: Island Poems* by Lynn Joseph  
*Calypso Alphabet* by John Agard  
*A Day on the River* by Reinhard Michl

**Books to Be Read Aloud**

*Celebrating the Powwow* by Bobbie Kalman  
*Henry and Mudge in the Family Trees* by Cynthia Rylant  
*Let the Celebrations Begin* by Margaret Wild  
*The Spring Celebration* by Tina Umpherville

**Books to Be Read Alone or with a Partner**

*Feast for 10* by Cathryn Falwell  
*Jafra and the Wedding* by Hugh Lewin  
*We Are All Related* by Ashley Allen (Editor), et al.

**Tapes/CDs**

“By the Rivers of Babylon,” Boney M: *Reunion*  
“Michael Row the Boat Ashore,” Jack Grunsky: *Children of the Morning*  
“Proud Mary,” Creedence Clearwater Revival: *Greatest Hits*  
“Listen to the Water,” Bob Schneider: *Listen to the Children*  
“The Moldau,” Bedrich Smetana  
“Music of the Caribbean,” Dick “Syncrona” Smith

**Films/Videos**

*Paddle to the Sea*, National Film Board of Canada  
*Three by the Sea*, Reading Rainbow PBS Series

**Internet**

Following is a website to search for the theme *bread*:

<http://www.perpetualpreschool.com>

## Daily Summary

### Day 10

#### Materials You Need Today

##### General Supplies

- box containing required materials

##### Calendar Time (if the student is continuing the activities)

- current month's calendar and materials

##### Math Time

- Grade Two Mathematics program

##### Journal Time

- journal

##### Language Arts

- Collections: Let the Feast Begin*

##### Silent Reading

- books, magazines, or other favourite reading material

##### Science

- three Styrofoam meat trays
- 3 nails (10–12 cm long)
- tub or sink with water
- a straight pin
- metal washers or metal paper clips
- magazines, brochures, pamphlets, old calendars, travel brochures

##### Looking Back

- Thematic Assignment Booklet 7B
  - Day 10: Learning Log

##### Story Time

- mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 10 in the math program.

**Journal Time** (Time recommended: 15 minutes)

The student writes in the Personal Writing section of his or her journal.

**Language Arts** (Time recommended: 60–90 minutes)

The student reads and responds to the selection “It’s Your Turn.”

<b>Game</b>	<b>Place</b>
hopscotch	Rome (Italy)
marbles	England, France
dominoes	China, Egypt

Print the module number and day (M7D10) on the game rules with the border design for submission to the teacher at the end of Day 18.

**Enrichment (optional)**

The student can learn about the Roman numerals shown in the hopscotch pattern on page 18 in the selection “It’s Your Turn.” Print a chart listing the Roman numerals 1 to 10. Introduce the numerals and set up one or more of the following activities:

- Start a list to write all the places the student sees Roman numerals (buildings, clocks, page numbers).
- Make and count cards with numerals up to 10.
- Match sets of Arabic and Roman numeral cards to play matching games.
- Play Roman numeral Bingo.

<b>Roman Numerals</b>	
1. I	6. VI
2. II	7. VII
3. III	8. VIII
4. IV	9. IX
5. V	10. X

**Lunch**

**Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Words I Use Often** (Time recommended: 15 minutes)

Today's words are ***upon*** and ***I'm***. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

**Phonics** (Time recommended: 20–30 minutes)

Dictate the following sentences with contractions containing *not*.

1. Aren't they home yet?
2. I won't be going after all.
3. Roman couldn't find his ball.
4. Dad didn't know what to do.

The contractions with *not* are ***Aren't***, ***won't***, ***couldn't***, and ***didn't***.

**Science** (Time recommended: 60–75 minutes)

The student learns about the stability of boats.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 10.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

If you are beginning a new book today, and it is a chapter book, the student could draw a picture from each chapter that you read. After you read a chapter, the student draws and colours or paints a favourite part of the chapter. Under the picture, he or she can print a caption about that part of the story. At the end of the book, the student can bind the pictures together into a booklet and make a title page. The student can then read the booklet and look at the pictures as a review of what the story was about. Have the student display the booklet and share it with others.

If you are not beginning a new book today, do this activity with the next chapter book you read to the student.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 11****Materials You Need Today**

## General Supplies

- box containing required materials

## Calendar Time (if the student is continuing the activities)

- current month's calendar and materials

## Math Time

- Grade Two Mathematics program

## Music and Movement

- CD player
- Music and Movement in the Classroom* CD #1

## Language Arts

- Collections: Let the Feast Begin*
- Thematic Assignment Booklet 7B
  - Day 11: Assignment 1

## Silent Reading

- books, magazines, or other favourite reading material

## Science

- a cork (not a wine cork as it is too dense)
- round toothpicks
- cardstock or manila tag paper
- modelling clay
- tub
- small aluminum foil loaf pan
- strips of cardboard, Styrofoam, or Bristol board
- masking tape or duct tape

## Looking Back

- Thematic Assignment Booklet 7B
  - Day 11: Learning Log

## Story Time

- mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 11 in the math program.

**Music and Movement** (Time recommended: 20–30 minutes)

Play “Hand Jive” as the student recites and claps to it. Play it a few times today and on Day 12 as a break. Perform the stretching exercises from Day 1 as a break today and on Day 12.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the selection “It’s Your Turn.”

**Assignment Booklet:** The student matches clues to the games from the selection.

Print the module number and day (M7D11) on the mime instructions for submission to the teacher at the end of Day 18.

**Enrichment (optional)**

The student can look in the selection “It’s Your Turn” at the clothing of the early Roman, Egyptian, and Chinese children and research clothing from the past using a variety of resources. Alternatively, the student can research clothing of a particular cultural group, past or present. The following questions can be used to guide the student in the research: What did the clothes look like? Who wore them? During what time period and in what country were these clothes worn?

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 20–30 minutes)

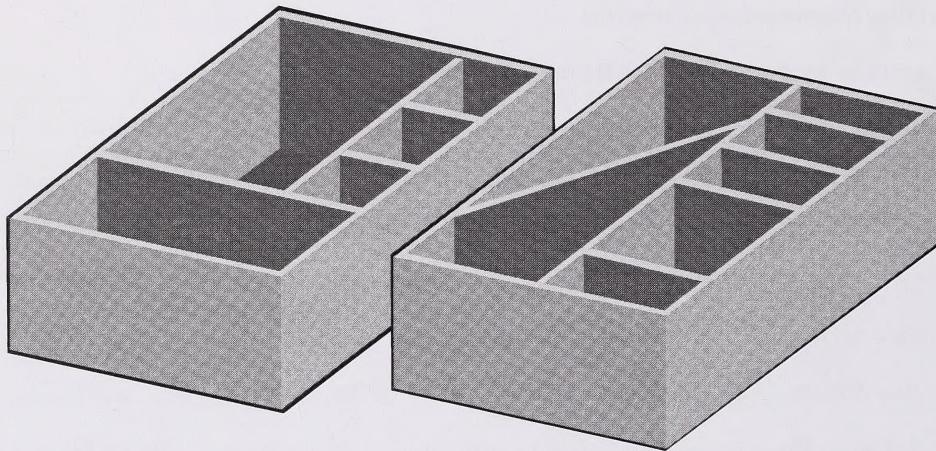
Dictate the following sentences with contractions containing *is*.

1. It’s my birthday today!
2. She’s coming to my party.
3. That’s my house on the corner.
4. I think he’s coming to the party.

The contractions with *is* are *it’s*, *she’s*, *that’s*, and *he’s*.

**Science** (Time recommended: 60–90 minutes)

The student learns how to make a sailboat and cargo ship stable, as in the examples.

**Enrichment (optional)**

The student can make a plastic cup stay upright in the water by shaping a keel from modelling clay and attaching it to the bottom of the cup. Have the student carefully add a load to the cup—it should hold about 50 grams.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 11.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 12****Materials You Need Today**

## General Supplies

- box containing required materials

## Calendar Time (if the student is continuing the activities)

- current month's calendar and materials

## Math Time

- Grade Two Mathematics program

## Journal Time

- journal

## Language Arts

- Thematic Assignment Booklet 7B
  - Day 12: Assignment 2

## Silent Reading

- books, magazines, or other favourite reading material

## Phonics

- Thematic Assignment Booklet 7B
  - Day 12: Assignment 3

## Science

- cardboard milk carton
- washers or pennies
- three long drinking straws

## Looking Back

- Thematic Assignment Booklet 7B
  - Day 12: Learning Log

## Story Time

- mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing with the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 12 in the math program.

**Journal Time** (Time recommended: 15 minutes)

The student writes in the Personal Writing section of his or her journal.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the selection “A New Skateboard Park.”

**Assignment Booklet:** The student writes sentences using words from the selection.

Submit the exercise about building something in the student’s community, along with the drawing, to the teacher on Day 18. Print the module number and day (M7D12) on it. Make sure the student’s name is on it.

**Enrichment (optional)**

Have the student pretend he or she is Dan and write a thank-you letter to the mayor.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Words I Use Often** (Time recommended: 10–15 minutes)

Today’s words are *ear* and *family*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

**Spelling** (Time recommended: 10 minutes)

Take a few minutes to review the six module spelling words presented in Day 3: **half, turn, group, done, body, and red**. You may have selected alternative words for those the student demonstrated mastery of during the pre-test. When practising spelling words, there are several techniques you can use. You may experiment with various procedures to see what works best for the student. The student may, for example, learn best when using a visual method rather than a “sounding-out method,” or the other way around.

Use the “look-say-cover and see-write-check” method introduced in Module 1, Day 2 when learning to spell new words. It has appeal and benefit for many students.

As you try various methods, remember that spelling drills should be relaxed and as enjoyable as possible. How much practice the student needs will depend on how easily spelling words are learned.

**Phonics** (Time recommended: 20–30 minutes)**Assignment Booklet:** Dictate the following sentences.

1. They've been away all day.
2. I think you've had a good time.
3. I've lost my book.
4. We've been gone for a week.

**Science** (Time recommended: 60–75 minutes)

This lesson demonstrates the stability of a catamaran. **Do not allow the student to use a knife alone. You will have to cut the milk carton in half lengthwise and punch holes in the sides.**

**Enrichment (optional)**

The student may want to study more boats. He or she may research outriggers—boats that use a floating counterbalance instead of a second hull. Check the local library or Internet for information about outriggers.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 12.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 13****Materials You Need Today****General Supplies**

- box containing required materials

**Calendar Time** (if the student is continuing the activities)

- current month's calendar and other materials

continued . . .

**Math Time**

- Grade Two Mathematics program

**Music and Movement**

- CD player
- Ideas That Sing! Volume 1*

**Language Arts**

- Collections: Let the Feast Begin*
- magazines, store flyers
- Thematic Assignment Booklet 7B
  - Day 13: Assignment 4

**Journal Time**

- journal

**Silent Reading**

- books, magazines, or other favourite reading material

**Science**

- newspaper
- wax paper
- aluminum foil
- writing paper
- clear tape (*not* translucent tape)
- Thematic Assignment Booklet 7B
  - Day 13: Assignment 5

**Looking Back**

- Thematic Assignment Booklet 7B
  - Day 13: Learning Log

**Story Time**

- mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing with the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 13 in the math program.

**Music and Movement** (Time recommended: 20–30 minutes)

Play “Chante!” while the student moves and sings to it. Play the song a few times today and on Day 14 as a break. In addition, do the stretching activities listed in Day 1.

**Language Arts** (Time recommended: 60–90 minutes)

Print the module number and day (M7D13) on the bread poster for submission to the teacher on Day 18.

The student responds to the selection “Bread! Bread! Bread!”

**Journal Time** (Time recommended: 10–15 minutes)

The student responds to the selection “Bread! Bread! Bread!” in the Reading Response section of his or her journal.

**Assignment Booklet:** The student writes sentences using words from the selection.

**Enrichment (optional)**

The student may do one or more of the following:

- List six different breads he or she would like to eat.
- Write a list of words that rhyme with bread (*led, Fred, Ted, said, head, bed, dead, fed, Ned, wed*).
- Write a copy of the poem and illustrate it in his or her own way.
- Play the “I went to the bakery” game. The first player might say “I went to the bakery and bought a muffin.” The second player might say “I went to the bakery and bought a muffin and a pretzel,” and so on.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 20–30 minutes)

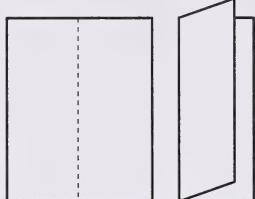
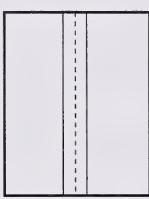
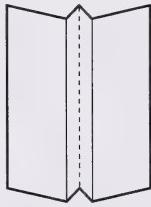
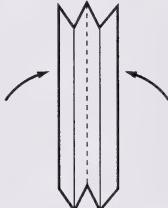
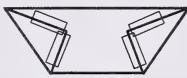
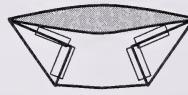
Dictate the following sentences containing contractions using *am, are, and us*.

1. I think I'm lost.
2. They're looking for us.
3. Let's go play in the park.
4. We're going now, aren't we?

A word with *am* is *I'm*; words with *are* are *They're* and *We're*; and a word with *us* is *let's*.

**Science (Time recommended: 60–90 minutes)**

The student discovers which materials are best suited for boat building.

<p><b>1. Fold the paper in half lengthwise.</b></p> 	<p><b>2. Open the paper. Mark a 3-cm strip on either side of the crease.</b></p> 
<p><b>3. Fold along each line to produce a "W" shape.</b></p> 	<p><b>4. Fold two halves together with the centre indented.</b></p> 
<p><b>5. Fold each end so the bottom corner is now about <math>\frac{2}{3}</math> of the way up and <math>\frac{1}{3}</math> in and tape the flap in place.</b></p> 	<p><b>6. Open the boat up and flatten the bottom. Tape any pieces that are sticking out.</b></p> 

**Assignment Booklet:** The student answers questions about waterproof materials and buoyancy.

**Looking Back (Time recommended: 10 minutes)**

Review the day's activities and learning with the student. Complete the Learning Log for Day 13.

**Story Time (Time recommended: 10 minutes)**

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 14****Materials You Need Today****General Supplies**

- box containing required materials

**Calendar Time** (if the student is continuing these activities)

- current month's calendar and materials

**Math Time**

- Grade Two Mathematics program

**Journal Time**

- journal

**Language Arts**

- Collections: Let the Feast Begin*
- "Reading Aloud" chart from the Appendix
- tape recorder and audiocassette or a computer with recording capability

**Silent Reading**

- books, magazines, or other favourite reading material

**Science**

- Boat Template 1 from the Appendix
- white glue
- masking tape
- modelling clay
- aluminum foil
- clear tape
- pennies
- Thematic Assignment Booklet 7B
  - Day 14: Assignment 6

**Looking Back**

- Thematic Assignment Booklet 7B
  - Day 14: Learning Log

**Story Time**

- mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing with the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 14 in the math program.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

**Language Arts** (Time recommended: 90 minutes)

The student reads and responds to the poem “Bread! Bread! Bread!”

Print the module number and day (M7D14) on the list poem for submission to the teacher on Day 18.

Pick a poem to read aloud. It can be from any of the course books or any books of poetry that you know the student will enjoy. Read it in a monotone voice with no change in pace, tone, or expression, while holding the book in front of your face so that the student cannot see you or hear you well. Read it a second time with expression and varying pitch and tone to interpret the meaning of the poem, and hold the book away from your face.

Have the student record his or her name, give the module number and day, and give the name of the poem or story excerpt (M7D14) on the recording for submission to the teacher on Day 18.

Print the module number and day (M7D14) on the riddle for submission to the teacher on Day 18.

**Enrichment (optional)**

The student can do one or more of the following:

- Research breads of the world, such as Ukrainian Easter bread, Jewish matzo, Mexican flatbread, Indian chapattis, and so on. Have the student check the Internet, picture books, brochures, ethnic bakeries, family friends, and so on before choosing a bread to investigate.
- Make a simple bread product, like pretzels or buns.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Words I Use Often** (Time recommended: 10–15 minutes)

Today's words are *later* and *move*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to practise. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

**Phonics** (Time recommended: 20–30 minutes)

Dictate the following sentences containing plural words.

1. Look at all the stars in the sky.
2. Do you really have three singing cats?
3. Mona likes these blocks best.
4. I like green grapes.

The plural words are *stars*, *cats*, *blocks*, and *grapes*.

**Science** (Time recommended: 60–90 minutes)

The student discovers some materials are better suited for making waterproof joints.

**Assignment Booklet:** The student draws a boat, labelling its waterproof materials and seals, and explains why those particular materials were selected.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 14.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 15****Materials You Need Today****General Supplies**

- box containing required materials

**Calendar Time (if the student is continuing these activities)**

- current month's calendar and materials

**Math Time**

- Grade Two Mathematics program

**Music and Movement**

- CD player
- Ideas That Sing! Volume 1* CD

**Language Arts**

- Thematic Assignment Booklet 7B
  - Day 15: Assignment 7

**Journal Time**

- journal

**Silent Reading**

- books, magazines, or other reading material

**Language Arts/Social Studies**

- one package of yeast, flour, sugar, one egg, nonstick spray or margarine, salt, mixing spoon, mixing bowl, measuring cup and spoons, cookie sheet, pastry brush

**Looking Back**

- Thematic Assignment Booklet 7B
  - Day 15: Learning Log

**Story Time**

- mutually chosen reading material

**Calendar Time (Time recommended: 10 minutes)**

Follow the daily procedure if the student is continuing with the Calendar Time activities.

**Math Time (Time recommended: 45 minutes)**

The student works on Module 7: Day 15 in the math program.

**Music and Movement** (Time recommended: 30 minutes)

Play the recording “Boat Goes down the River” while the student moves and dramatizes the verses. Play the song a few times today and on Day 16 as a break. In addition, do the stretching activities listed in Day 1.

**Language Arts** (Time recommended: 90 minutes)

Read the selection “Cereal Grains” aloud to the student. Discuss the information and new vocabulary from the selection.

**Journal Time** (Time recommended: 10–15 minutes)

The student responds to the selection “Cereal Grains” in the Reading Response section of his or her journal.

**Assignment Booklet:** The student writes sentences using words from the selection.

Print the module number and day (M7D15) on the labelled pictures of bread ingredients for submission to the teacher on Day 18.

**Enrichment (optional)**

The student can survey friends and family members about their favourite kind of bread, and then graph the information or write what he or she found out. Have the student select about four different breads to use in the survey, otherwise the information will be too difficult for your student to display in a graph or to write a short report about.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 20–30 minutes)

Dictate the following sentences containing plural words formed with *es*.

1. Did you wash the dishes?
2. I love to eat peaches.
3. What did you put in those boxes?
4. My glasses help me see.

The plural words are *dishes*, *peaches*, *boxes*, and *glasses*.

**Language Arts/Social Studies** (Time recommended: 60–90 minutes)

The student rereads “Cereal Grains” and writes questions based on the content.

Print the module number and day (M7D15) on the page of questions for submission to the teacher on Day 18.

Assist the student to gather the ingredients and bake soft pretzels.

**Looking Back** (Time recommended: 10 minutes)

Review the day’s activities and learning with the student. Complete the Learning Log for Day 15.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day’s activities with a family member or friend.

**Day 16****Materials You Need Today**

## General Supplies

- box containing required materials

## Calendar Time (if the student is continuing this activity)

- current month’s calendar and materials

## Math Time

- Grade Two Mathematics program

## Language Arts

- Collections: Let the Feast Begin*
- Word Game from the Appendix of the Student Module Booklet
- Thematic Assignment Booklet 7B
  - Day 16: Assignment 8

## Journal Time

- journal

## Silent Reading

- books, magazines, or other reading material

continued . . .

**Language Arts/Social Studies**

- |                                      |  |
|--------------------------------------|--|
| <input type="checkbox"/> flour       | <input type="checkbox"/> baking powder     |
| <input type="checkbox"/> salt        | <input type="checkbox"/> lard or margarine |
| <input type="checkbox"/> cooking oil | <input type="checkbox"/> frying pan        |

**Looking Back**

- Thematic Assignment Booklet 7B
  - Day 16: Learning Log

**Story Time**

- mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing with the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 16 in the math program.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal about a special event or celebration.

**Language Arts** (Time recommended: 60–90 minutes)

The student reads and responds to the selection “A Special Feast.”

**Assignment Booklet:** The student writes sentences using words from the selection.

**Words I Use Often** (Time recommended: 10–15 minutes)

Today’s words are *face* and *door*. Print each word on a coloured index card. Show the words, one at a time, to the student. If the student can read the word at a glance, tape it to the Word Wall and select a new word to study. If the student is unable to read the word, help him or her learn to read the word by doing the activities outlined in Day 2.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Spelling** (Time recommended: 20 minutes)

Before the student does the spelling test, take down the six words from the Word Wall. Give the student the final test for the Module 7 spelling words. Do not review the words before the test. Testing in this manner will give a better indication of the student's spelling skill. It is important that these words be stored in **long-term memory**. If the words are practised immediately before the test, you are only testing the student's **short-term memory** of these words.

When giving the test, use the following steps:

1. Say each word clearly.
2. Say a sentence that contains the word, but do not use the word at the beginning of the sentence.
3. Repeat the word.

**Assignment Booklet:** Following are the words for the test:

half	done
turn	body
group	red

**Phonics** (Time recommended: 20–30 minutes)

Dictate the following sentences containing words with *ing* endings.

1. The toast is burning!
2. Tell your dog to stop jumping on me.
3. What are you reading?
4. I will be sending a letter soon.

The words with an *ing* ending are *burning, jumping, reading*, and *sending*.

**Language Arts/Social Studies** (Time recommended: 60–75 minutes)

The student writes a letter, makes a drum, and cooks bannock in preparation for his or her own special celebration.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 16.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 17****Materials You Need Today****General Supplies**

- a box containing required materials

**Calendar Time** (if your student is continuing the activities)

- current month's calendar and other materials

**Math Time**

- Grade Two Mathematics program

**Music and Movement**

- CD player
- Music and Movement in the Classroom* CDs and *Ideas That Sing! Volume 1* CD

**Language Arts**

- Collections: Let the Feast Begin*

**Journal Time**

- journal

**Silent Reading**

- books, magazines, or other favourite reading material

**Science**

- 10 Styrofoam meat or deli trays
- toothpicks or skewers
- manilla tag paper
- a straw
- a variety of larger elastics

**Looking Back**

- Thematic Assignment Booklet 7B
- Day 17: Learning Log

**Story Time**

- mutually chosen reading material

**Calendar Time** (Time recommended: 10 minutes)

Follow the daily procedure if the student is continuing with the Calendar Time activities.

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 17 in the math program.

**Music and Movement** (Time recommended: 30 minutes)

Play the student's favourite tunes from the *Music and Movement in the Classroom* CDs and *Ideas That Sing! Volume 1* CD while the student sings or moves to the music. Play the songs a few times today and on Day 18 as a break. In addition, the student may do the stretching activities listed in Day 1.

**Language Arts** (Time recommended: 90 minutes)

The student responds to the selection "A Special Feast."

**Journal Time** (Time recommended: 10–15 minutes)

The student responds to the selection "A Special Feast" in the Reading Response section of his or her journal.

Print the module number and day (M7D17) on the chart listing background information for submission to the teacher on Day 18.

**Words I Use Often** (Time recommended: 20 minutes)

Remove all the words from the Word Wall.

**Assignment Booklet:** Give the student the Word Recognition Test. Do not review the words before the test.

Point to each word in the Assignment Booklet and have the student read it aloud. Put a check beside the word if the student recognizes it immediately.

If the student has extra words that he or she put on the Word Wall throughout the module, print them on the lines and have the student read each one aloud. Check the ones that are recognized by sight.

Review the words the student did not recognize.

Ask the student to read the words on the white index cards from the stories in the module. They are as follows:

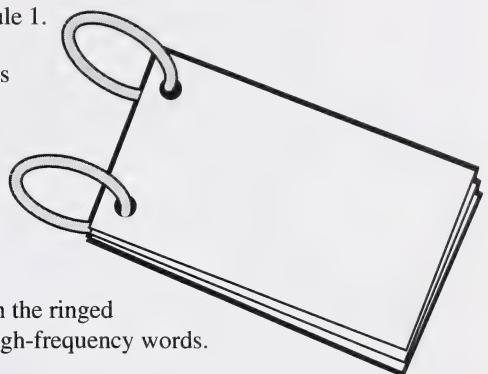
- she'll, pulled, present, idea, picnic, lunch, pancake, again, clap, read, summer, cookies, inside, luck, recipe, baking, children, where, player, years
- knees, meeting, park, plant, newspaper, cheese, rice, thin, forget, grain, flour, fat, salt, invite, smiles, giving, dancing

You may want to spend some time reviewing the words the student did not recognize.

Add the index cards to the two-ringed booklets you began in Module 1.

- one containing coloured index cards of high-frequency words that are used often
- the other containing theme words or personal interest words and words from the stories on white index cards

Separating the cards in this way will give you the opportunity to focus on mastery of frequently used words, which is crucial to the beginning reader and writer. From time to time, review the cards in the ringed booklets. Your major emphasis will be on the coloured cards, or high-frequency words.



### **Enrichment (optional)**

The student may do one or more of the following:

- Play the Word Game from Day 16 with you.
- Research First Nations people on the internet. Type *First Nations* into the Yahooligans search engine.
- Get information about the Gitksan and their history and art by writing to

Kosan Historic Village  
235 River Road  
Hazelton, BC  
VOJ 1Y0

### **Lunch**

#### **Silent Reading (Time recommended: 10 minutes)**

You and the student silently read the materials selected for this time.

#### **Phonics (Time recommended: 20–30 minutes)**

Dictate the following sentences containing words with *ed* endings.

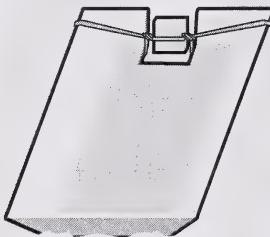
1. Did you see how far that frog jumped?
2. I dreamed I won the race.
3. Do you like the way I painted the picture?
4. We looked everywhere for my sister.

The words with an *ed* ending are *jumped*, *dreamed*, *painted*, and *looked*.

**Science** (Time recommended: 60–90 minutes)

The student adapts the design of a boat so it can be propelled through water.

Cut a piece from one end of a Styrofoam tray. Cut 1 cm from each side of the piece. See the diagram below. Provide the student with several different-sized elastics that are large enough to go around the Styrofoam tray. Allow the student to experiment with finding a way to make the boat move in the water using its own energy with the elastic, the Styrofoam piece (the paddle), and the cut-out tray.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 17.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Day 18****Materials You Need Today**

## General Supplies

- box containing required materials

## Calendar Time (if the student is continuing these activities)

- current month's calendar and materials

continued . . .

**Math Time**

- Grade Two Mathematics program

**Journal Time**

- journal

**Language Arts**

- Collections: Fancy Dancer at the Powwow*
- Thematic Assignment Booklet 7B
  - Day 18: Assignment 10

**Silent Reading**

- books, magazines, or other favourite reading material

**Science**

- Boat Template 2 from the Appendix of the Student Module Booklet
- aluminum foil tray, elastics, string, clear tape, plastic bottles (with their caps), a Styrofoam tray, milk carton, glue, corks, thick cardboard
- poster paper

**Looking Back**

- Thematic Assignment Booklet 7B
  - Day 18: Learning Log

**Story Time**

- mutually chosen reading material

**Calendar Time** (Time recommended: 30 minutes)

Follow the daily procedure if your student is continuing with the Calendar Time activities.

**Assignment Booklet:** Have the student complete this assignment only if your student continues to work on Calendar Time. Have the student fill in the bars on the graph a different colour for each type of weather. For example, if cloudy days are blue, rainy days may be yellow, and so on. Have the student fill in the weather symbols on the graph. Help the student as needed. See the example on the following page.

## The Weather for \_\_\_\_\_

(Fill in the month.)

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
<b>Weather symbols</b>							

**Math Time** (Time recommended: 45 minutes)

The student works on Module 7: Day 18 in the math program.

**Journal Time** (Time recommended: 10–15 minutes)

The student writes in the Personal Writing section of his or her journal.

**Language Arts** (Time recommended: 60 minutes)The student reads and responds to the book *Fancy Dancer at the Powwow*.

Print the module number and day (M7D18) on the student's composition, question, and picture about powwows. Submit it to the teacher today.

Print the module number and day (M7D18) on the sentences using the new words for submission to the teacher.

**Lunch****Silent Reading** (Time recommended: 10 minutes)

You and the student silently read the materials selected for this time.

**Phonics** (Time recommended: 20–30 minutes)

**Assignment Booklet:** Review the phonics lesson and dictate the following sentences to the student.

1. I'm patting the dog.
2. Dad and I are planning to go shopping.
3. Did you see the bunny go hopping by?
4. Are you sitting on the new chair?

**Science** (Time recommended: 60–90 minutes)

The student designs a boat that is stable and buoyant and explains why the materials used are appropriate to the task.

Provide these materials so the student can build the best boat he or she can: a foil tray, elastics, string, clear cellophane tape, plastic bottles (with their caps), a Styrofoam tray, milk carton, glue, corks, thick cardboard, and Boat Template 2 from the Appendix of the Student Module Booklet. Encourage the student to build a boat that is both stable and buoyant. Remind the student that the test for buoyancy is to add cargo to the centre of the boat to see how much it can hold before going under. The test for stability is to add cargo on one edge of the boat until it falls off or the boat capsizes.

One way of increasing buoyancy and stability is to add light, waterproof material to the boat's sides. Styrofoam, cork, or plastic bottles work well. As work progresses on the boat, have the student verbalize what he or she is doing, and why. Do not help in the building of the boat, as the student needs to problem-solve on his or her own.

**Assignment Booklet:** The student demonstrates knowledge of boats.

**Looking Back** (Time recommended: 10 minutes)

Review the day's activities and learning with the student. Complete the Learning Log for Day 18.

**Story Time** (Time recommended: 10 minutes)

Read the book selected for this time.

**Sharing Time** (Time recommended: flexible)

Have the student share the day's activities with a family member or friend.

**Send Assignment Booklet 7B and other items for mailing to the teacher now.** Use the **Items for Mailing** checklist at the end of the Assignment Booklet to assemble all the necessary work.

## **ASSIGNMENT BOOKLET 7B**

Grade Two Thematic  
Module 7B: Days 10–18

## **Home Instructor's Comments and Questions**

## **Home Instructor's Signature**

**FOR SCHOOL USE ONLY**

Assigned Teacher:

Date Assignment Received:

### Grading:

#### **Additional Information:**

**FOR HOME INSTRUCTOR USE**  
(if label is missing or incorrect)

**Student File Number:**

Date Submitted:

Apply Module Label Here

Name	Address	Postal Code
------	---------	-------------

*Please verify that preprinted label is for correct course and module.*

## **Teacher's Comments**

### **Teacher's Signature**

**Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.**

# **INSTRUCTIONS FOR SENDING IN THIS DISTANCE LEARNING ASSIGNMENT BOOKLET**

When you register for distance learning courses, you are expected to send in Assignment Booklets for corrections regularly. Try to send each Assignment Booklet as soon as you have completed it. Before sending your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to be sure the spelling and details are correct?
- Is the record form filled out and the correct module label attached?

## **MAILING**

### **1. Postage Regulations**

Do **not** enclose letters with Assignment Booklets.

**Send all letters in a separate envelope.**

### **2. Postage Rates**

**Take your Assignment Booklet to the post office and have it weighed. Attach enough postage and seal the envelope.** Assignment Booklets will travel faster if correct postage is used and if they are in large envelopes that are no more than two centimetres thick.

## **FAXING**

1. Assignment Booklets may be faxed. Contact your teacher for the fax number.
2. All faxing costs are the responsibility of the sender.

## **E-MAILING**

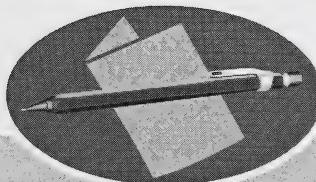
Assignment Booklets may be e-mailed. Contact your teacher for the e-mail address.

# **Grade Two Thematic**

## **Module 7B**

### **Participate and Be Active**

#### **ASSIGNMENT BOOKLET 7B**



Learning  
Technologies  
Branch

**Alberta**  
LEARNING

**Grade Two Thematic**  
**Module 7: Participate and Be Active**  
**Assignment Booklet 7B**  
**Learning Technologies Branch**

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.learning.gov.ab.ca>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this effort has been unsuccessful, please notify Alberta Learning so that appropriate corrective action can be taken.

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing writing skills? Refer to today's Rules of My Favourite Game activity. Check yes or not yet.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes appropriate information under each heading |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • includes the list of what is needed               |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes how to begin the game                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes the rules in complete sentences            |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • writes the rules in the correct order             |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • numbers the rules                                 |

Add any comments you have about the student's writing skills or about the day's work.

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## Student's Comments

What would you like to tell your teacher about today's lesson?

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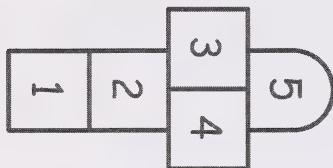
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**Assignment 1**

Read each clue in the first column of the chart. In the second column, print the name of the game. Look back at the story "It's Your Turn" to find the answers.

**Hopscotch****Marbles****Dominoes**

Clues	Game
1. This game began in Egypt or China.	
2. This game is so old no one knows when it started.	
3. A very old game like this one is called <i>Taws</i> .	
4. The pieces are called tiles, bones, or stones.	
5. You hop on a path.	
6. Players match numbers.	

Clues	Game
7. The first ones were made of white stone.	
8. This game began two thousand years ago.	
9. An early game like this was called <i>Bones</i> .	
10. There are patterns scratched out in old buildings in Rome.	
11. If you step on a line, you're out.	
12. It began with a game called <i>Mah-jongg</i> .	

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing reading skills? Refer to today's Opposites activity. Check yes or not yet.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •understands the meaning of opposite                             |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •identifies opposite words in the selection                      |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •thinks of additional opposite words playing the "Opposite Game" |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •takes turns appropriately in the game                           |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •takes a leadership role in the game                             |

Add any information or comments you have about the day's work.

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## Student's Comments

What would you like to tell your teacher about today?

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**Assignment 2**

Write a sentence for each of the new words **park**, **plant**, **newspaper**, **meeting**, and **knees**. Underline the new word in each sentence.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_

5. \_\_\_\_\_

**Assignment 3**

Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in purple the words with the contraction have.

1. \_\_\_\_\_

---

---

2. \_\_\_\_\_

---

---

3. \_\_\_\_\_

---

---

4. \_\_\_\_\_

---

---

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing skills in science? Check yes or not yet.

- yes     not yet    •assembles materials so they will float, carry a load, and be stable in water
- yes     not yet    •modifies a watercraft to increase the load it will carry
- yes     not yet    •modifies a watercraft to increase its stability in water

Add any comments or questions you may have about the student's development in science or about the day's work.

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## Student's Comments

What would you like to tell your teacher about your work today?

---

---

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**Assignment 4**

Write a sentence for each of the new words **cheese**, **rice**, **thin**, and **forget**. Underline the new word in each sentence.

1. \_\_\_\_\_

---

---

2. \_\_\_\_\_

---

---

3. \_\_\_\_\_

---

---

4. \_\_\_\_\_

---

---

**Assignment 5**

Cyndi, Kara, and Carmen made some boats. They wanted to see how much cargo their boats could hold. They each filled empty film canisters with different cargo.

One girl filled her boat with pennies, one filled her boat with cotton balls, and one put a Lego piece in the canister.

Look at the diagram and then answer the questions.



1. Who put pennies in her boat? \_\_\_\_\_

Why do you think that? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. Who put Lego in her boat? \_\_\_\_\_

Why do you think that? \_\_\_\_\_

---

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3. Who put cotton balls in her boat? \_\_\_\_\_

Why do you think that? \_\_\_\_\_

---

---

---

4. What could the girls do to make sure all the loads would stay afloat?

---

---

---

5. Why would that work? \_\_\_\_\_

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# Learning Log

## Home Instructor's Comments

What have you observed about the student's development in reading?

Check yes or not yet.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies information in the poem "Bread! Bread! Bread!" |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • explains why he or she likes or dislikes the poem         |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • identifies a pattern in the poem                          |

Add any comments you have about the student's development in reading or about the day's work.

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## Student's Comments

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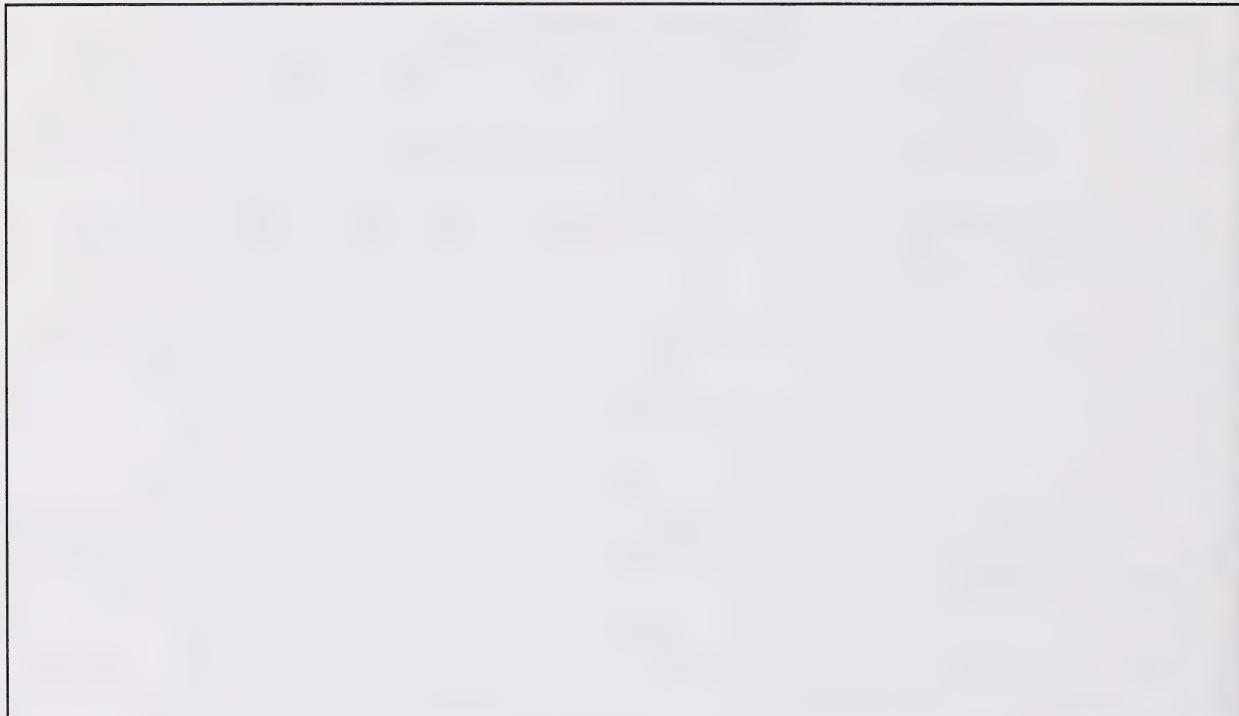
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**Assignment 6**

Draw a boat you would make if you could use any materials. Label your diagram showing

- the materials you used
- what you used to join the pieces



Why did you use those materials? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing listening and speaking skills? Refer to today's "Reading Aloud" activity. Check yes or not yet.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • speaks clearly  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • holds the book away from his or her face                              |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • varies pace (reads some parts slowly and others quickly) effectively  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • varies volume (reads some parts loudly and others softly) effectively |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • pauses at the end of lines or after a period                          |

If you have questions for the teacher or comments to add, use this space.

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## Student's Comments

What would you like to tell your teacher about the reading you recorded?

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**Assignment 7**

Write a sentence for each of the new words **salt**, **flour**, **grain**, and **fat**. Underline the new word in each sentence.

1. \_\_\_\_\_

---

---

2. \_\_\_\_\_

---

---

3. \_\_\_\_\_

---

---

4. \_\_\_\_\_

---

---

# Learning Log

## Home Instructor's Comments

What have you observed about the student's ability to read and follow a recipe? Check yes or not yet.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •plans the task beforehand                     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •gathers the ingredients and tools required    |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •understands the directions                    |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •asks for help when needed                     |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •is co-operative and willing to share the task |

Add anything else that you think is important, including questions, about the student's ability to read and follow directions.

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## Student's Comments

Tell your teacher about making pretzels.

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**Assignment 8**

Write a sentence for each of the new words invite, smiles, dancing, and giving.  
Underline the new word in each sentence.

1. \_\_\_\_\_

---

---

2. \_\_\_\_\_

---

---

3. \_\_\_\_\_

---

---

4. \_\_\_\_\_

---

---

**Spelling Test**

Listen carefully to the words your home instructor gives you. Print the words neatly on the lines below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's development in reading? Refer to today's reading of "A Special Feast." Check yes or not yet.

- |                              |                                  |   |
|------------------------------|----------------------------------|---|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •describes the information in the selection   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •recounts some of the events of the Gweey'ya  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •recounts all of the events of the Gweey'ya   |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | •explains the purpose or message of the feast |

Add any other comments about the student's development in reading.

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---

---

---

## Student's Comments

What would you like to tell your teacher?

---

---

---

---

**Word Recognition Test**

Read each word aloud.

several

city

cut

true

money

family

sea

later

upon

face

himself

move

ear

door

didn't

I'm

If you have chosen special words in Module 7, your home instructor will write them here. Read each word aloud.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Learning Log

## Home Instructor's Comments

What have you observed about the student's developing skills in science? Check yes or not yet.

- |                              |                                  |  |
|------------------------------|----------------------------------|--|
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • evaluates the degree to which a material is waterproof in constructing watercraft  |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • develops or adapts methods of construction that are appropriate to the design task |
| <input type="checkbox"/> yes | <input type="checkbox"/> not yet | • adapts the design of a watercraft so it can be propelled through water             |

Use this space for additional comments or to ask questions about today's work.

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## Student's Comments

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**Assignment 9**

Fill in the graph to show the weather you recorded over the 18 days of the module. Count the number of each weather symbol you drew on your calendar. Colour each type of weather a different colour.

The first three weather symbols have been drawn for you. Draw the others on your own.

**The Weather for** \_\_\_\_\_  
(Fill in the month.)

Days							
18							
17							
16							
15							
14							
13							
12							
11							
10							
9							
8							
7							
6							
5							
4							
3							
2							
1							
Weather symbols							

**Assignment 10**

Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in blue the words that end in **ing**. (Remember to double the final consonant.)

1. \_\_\_\_\_

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2. \_\_\_\_\_

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3. \_\_\_\_\_

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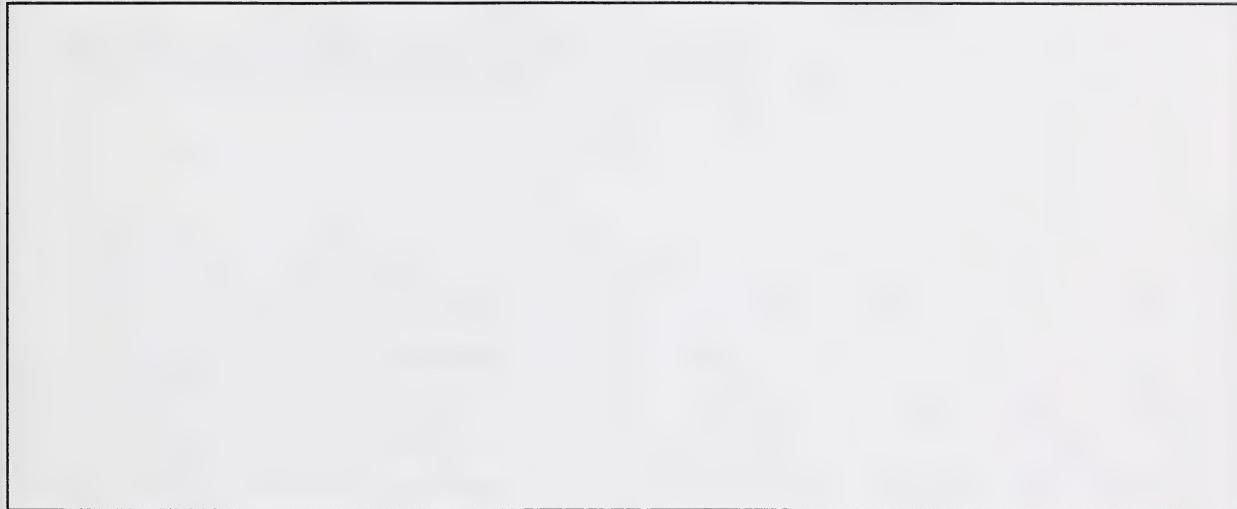
4. \_\_\_\_\_

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**Assignment 11**

Draw the boat you made that floated the best and was most stable in the water.



1. What worked well when you were testing the different boats?

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2. What didn't work well?

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3. What is the most important thing you learned about boats in this module?

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**Assignment 10**

Your home instructor will dictate some sentences. Print the sentences on the lines. Circle in blue the words that end in **ing**. (Remember to double the final consonant.)

1. \_\_\_\_\_

---

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2. \_\_\_\_\_

---

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3. \_\_\_\_\_

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4. \_\_\_\_\_

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**Assignment 11**

Draw the boat you made that floated the best and was most stable in the water.



1. What worked well when you were testing the different boats?

---

---

2. What didn't work well?

---

---

3. What is the most important thing you learned about boats in this module?

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# Learning Log

## Home Instructor's Comments

What have you observed about the student's general development and learning in this module? Space is provided in each section for any comments you might wish to add. Check yes or not yet.

### Science

- yes       not yet  
 yes       not yet  
 yes       not yet

- observes and describes results of experiments
  - explains why a given material, design, or component is appropriate in boat building
  - designs and builds a boat that is both buoyant and stable
- 
- 
- 
- 

### Reading

- yes       not yet  
 yes       not yet  
 yes       not yet

- comprehends material that is read
  - uses a variety of strategies to figure out new words
  - uses a variety of strategies to comprehend the text
- 
- 
- 
-

**Writing**

yes       not yet

yes       not yet

yes       not yet

- demonstrates increasing independence when writing
- uses varied strategies to spell an unknown word
- remembers to revise, edit, and proofread work

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**Student's Comments**

What would you like to tell your teacher about your work in this module?

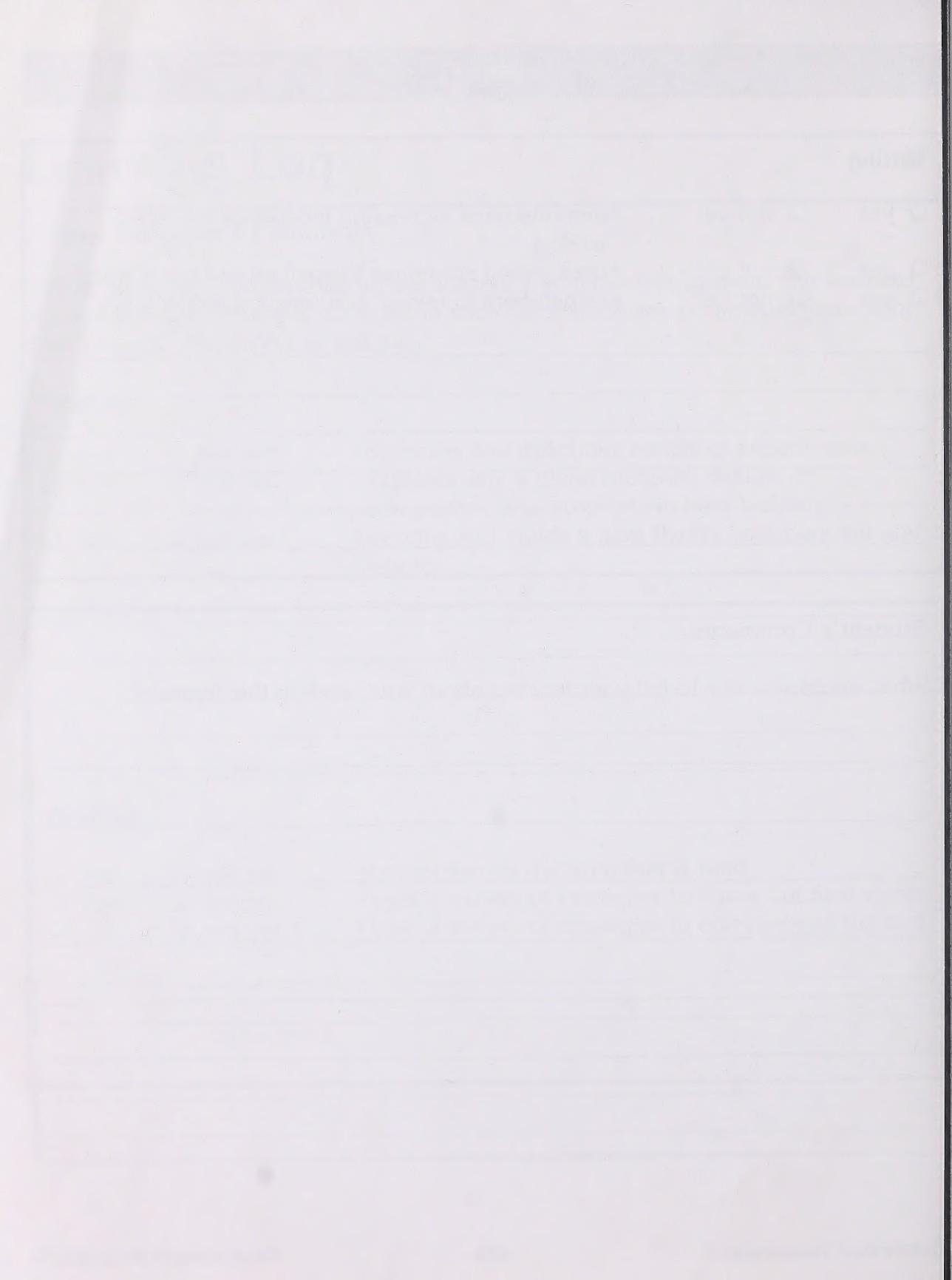
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**Grade Two Thematic—Assignment Booklet 7B**  
**Module 7B: Participate and Be Active**  
**Items for Mailing**

Indicate with a check mark (✓) that your student has completed the items listed below. Then submit each item along with this checklist to the student's teacher for marking at the time the teacher has requested it.

**Days 10 – 18**

- Thematic Assignment Booklet 7B  
Ensure all assignments have been completed, including the Learning Logs.
- two entries from the Personal Writing section of the journal chosen by the student
- two entries from the Reading Response section of the journal chosen by the student

**Day 10**

- game rules with border design

**Day 11**

- mime instructions

**Day 12**

- building something in your community
- thank-you letter to the mayor (optional)

**Day 13**

- bread poster

**Day 14**

- list poem
- recording of the student reading a poem or story excerpt
- bread or other food riddle

**Day 15**

- labelled pictures of bread ingredients
- page of questions about "Cereal Grains"
- information from the survey of favourite breads (optional)

## **Day 17**

- chart of background information from stories

## **Day 18**

- what I learned about powwows
- sentences using the new words from the story *Fancy Dancer at the Powwow*